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EDU 221 Block 1

DI/UBD Chapter 10

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Chapter 10 in DI/UbD closes out the book with a final discussion of how to begin working the DI/UbD into the classrooms that we are working in and in a bigger perspective bring it to the schools and districts where we will be working. The author gives us three stages to work from when looking at moving this into the classrooms. Stage 1 involves an idea we are familiar with, backwards planning, start with where you want to go and plan the route accordingly. Stage 2 revolves around changing the way we approach our thought process as an assessor. Stage 3 is broken down into sections that deal with thinking big but starting small. The author closes the section with a discussion on how to work as an individual teacher, as part of a school or district.

The chapter closes with what I would consider as a sales pitch for the books or seminars. While they all have their place in education and the application of the theory is worthwhile and the methods we have learned will hopefully pay dividends in the classroom; the approach as the chapter closes came across as more of a sales pitch. There are some good ideas for how to develop a DI/UbD plan and how to get other teachers involved in the planning and implementation. It does lay a good foundation for what other teachers should be involved in a group discussion and planning.